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ABSTRACT

The annotated bibliography lists articles, books, theses and pamphlets which treat geographic education at all levels. Items cited were published between the years 1950-1969. There is one principal exception to the 1950 base year. In 1963 the National Council for Geographic Education published a Selected Bibliography of Geography Education for Curriculum Committees which was limited to articles from the Journal of Geography for the period 1951-1962. Therefore, only those articles from the Journal of Geography since 1962 are included in this bibliography. Only publications in English are included with emphasis on those published in the United States. Items are listed alphabetically by author within the following sections: (1) bibliographies; (2) aims and objectives; (3) value; (4) curriculum; (5) teaching methods; (6) teacher education; (7) college and university teaching; (8) research in geographic education including theses and dissertations and (9) miscellaneous. An author index is provided. (Author/RM)

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A BIBLIOGRAPHY FOR GEOGRAPHIC EDUCATION

by

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PREFACE

The 1960's have been exciting for geographic education. The decade dawned with the initiation of the High School Geography Project. By mid-decade the Commission on College Geography was established, the National Council for Geographic Education began to show signs of flexing its muscles, and geography came to be included in the Title XI NDEA Institutes, and other programs in the Office of Education. In addition to the above there were numerous other projects, such as those at Syracuse, Purdue, UCLA, Minnesota, Georgia, and the Greater Cleveland Social Studies Project, as well as a series of new, conceptually based curriculum guides from states such as Wisconsin, Colorado, and California, all of which gave some attention to geography, though this was not commonly the central focus. The combined efforts of all people involved in these, and other programs, have given a thrust to curriculum reform in geography to the point that most of us are no longer comfortable with the subject as it was organized and presented to students a decade ago. Add to this the impact during the decade that a few people have had on teaching theories and methods, such as Edwin Fenton, Benjamin Bloom, and Jerome Bruner, and the sum is an abrupt change of direction in teaching strategies, curriculum, and methodology in geography. The excitement for the professional, whether an elementary school teacher or college professor, is in the stimulation associated with each new idea, technique, theory, or concept, together with the results of their implementation in the classroom. Many of us feel that much progress has been made during the decade but it would be foolhardy to think that this is the time for stabilization and consolidation of gains made thus far. Most high school geography and social studies teachers are probably now aware of the changes underway, and thus the need and challenge to continue building on the work of this decade is matched by the unfilled responsibilities and opportunities that remain. Much new young talent has been recruited to the effort and we might hope that "take off" will be achieved early next decade.

This volume has been a joint effort on the part of a professor and his graduate students. The need for the bibliography was felt during a graduate seminar in the Winter of 1968 when an effort was made to assess recent changes in geographic education. It resulted from the conviction of those students that it would be useful to the profession. Unfortunately time and resources did not permit compilation of the "ultimate," but it is a beginning which hopefully will be improved in a second edition.

An effort has been made to include all articles, books, and pamphlets published since 1950 on the subject of geographic education. A basic guide has been the Educational Index though various other references and bibliographies were also consulted. There is one principal exception to the 1950 base year. Undoubtedly the single most useful serial is the *Journal of Geography,* which usually contains from thirty to fifty articles each year on geographic education. In 1963 the National Council for Geographic Education published *A Selected Bibliography of Geography Education for Curriculum Committees* by Mamie Anderzhon which was limited to articles from the *Journal of Geography* for the period 1951-1962. We have therefore included here only those articles from the *Journal of Geography* since 1962. The different organization of Professor Anderzhon's bibliography and this effort somewhat complicates the use of the two in combination. It is hoped that the next edition will include all articles on geographic education since 1950 from the *Journal of Geography*.

Several other arbitrary decisions were made. Only publications in English are included with overwhelming emphasis to those published in the United States. And, the organization provides no break-down by grade levels since the geography curriculum project at the University of Georgia is satisfied that most ideas and concepts of geography are suitable, in one form or another, for most any grade level. Also, many articles treated more than one of the subject headings in our organization. Cross-referencing should have been included, and again we hope that time will permit this for future editions.

To our knowledge this is the first attempt to compile a general bibliography of geographic education, and only the interest shown will indicate whether it is needed or useful. Three of the categories, however, would seem particularly important to the profession. One of these is the section on dissertations. It is felt to be the most comprehensive list yet compiled and should be of value to professors, graduate students, and others concerned with research. There was no particular effort to search for Master's Theses, but those that were discovered were included. Related to this is the category on research, other than theses and dissertations. It could be that we have not done an adequate job of searching the literature for reports on research efforts, since we have disappointingly few items. We are suspicious, however, that woefully little research is being conducted, which is perhaps one of the major needs of the profession right now, and which may well be a serious handicap to the profession as we enter the next decade.

One other category deserves comment. In the last decade geographers have become more and more concerned with geographic education at the college and university level. Many of these articles are rather specialized and therefore a separate category was established. Some will be surprised that there are so many, and it is hoped that the separate listing of these articles will provide greater utility in an area of rather desperate need.

The graduate students who assisted in this project were Annette Bedford, Blanton Black, John Bolton, Richard Fussell, Virlyn Jones, Bill Imperatore, Gerald Poss, Marsha Scheppler, Robert Shelley, John Steinbrink, and Joseph Stoltman. Each is deserving whatever credit may accrue to this work. Grateful recognition is also due Jean Schretter and Carrie Lew for the clerical details that were cheerfully discharged during a time when many other obligations were pressing on them. And, we are grateful to Dr. Marion J. Rice and the Research and Development Center for electing to publish this as part of the Geography Curriculum Series, and thus make it available to the profession.

The professor reserves unto himself complete responsibility for all errors of omission and commission. He would greatly appreciate, however, any and all suggestions on how this publication might be improved, from the inclusion of single entries which have been overlooked, correction of errors, annotations which are either not included or which are distorted, to the general organization of the bibliography. It is hoped that another and more complete edition will appear at the end of the decade which will incorporate the suggestions received.

John M. Ball
Athens, Georgia
August, 1968

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CURRICULUM

Geography Curriculum

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________, "Initiating Inquiry in Primary Grades," THE INSTRUCTOR, Vol. 75 (April, 1966), p. 36. (The importance of a pattern of geographic inquiry and presents guidelines for planning a geography curriculum.)

________, "Modern Geography Curriculum," NEA JOURNAL, Vol. 54 (January, 1965), pp. 58-60. (How to best present and teach a sound geography curriculum which is more than just facts.)

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________, "Thru the Soles of Your Boots," NATIONAL EDUCATION ASSOCIATION JOURNAL, Vol. 42 (1953), pp. 85-86. (Audio-visual aids, maps, field trips and problem solving are essential to make geography more than a textbook subject.)

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________, "The Regional Concept and Geographic Education," JOURNAL OF GEOGRAPHY, Vol. 67 (January, 1968), pp. 6-12. (Gives types, explanations and descriptions of regional concepts and makes recommendations for classroom use.)

Landing, J.E., "Foci for Geography," JOURNAL OF GEOGRAPHY, Vol. 67 (February, 1968), pp. 76-78. (Presents some major foci for geography instruction as an attempt to help correct inaccurate generalizations of various regions of the world.)

________, "Geography and Earth Science in the High Schools of Indiana," JOURNAL OF GEOGRAPHY, Vol. 66 (February, 1967), pp. 84-85. (The Earth Sciences Curriculum Project in which four Indiana schools participated.)

________, "High School Geography Is Going Places," INDIANA TEACHER, Vol. 108 (May, 1964), p. 361. (Story of a successful secondary school geography program.)

________, "World Geography in the Secondary Schools of Michigan City, Indiana," JOURNAL OF GEOGRAPHY, Vol. 62 (May, 1963), pp. 209-213. (Explains why a course in world geography is a requirement at a high school in Indiana.)

Lansky, L.M. and H.A. Stafford, "Manufacturing Unit of the High School Project," JOURNAL OF GEOGRAPHY, Vol. 66 (April, 1967), pp. 175-179. (Describes the factual and conceptual objectives of the manufacturing unit of the High School Geography Project.)

Lee, J. and N. Stampfer, "Two Studies in Learning Geography: Implications for the Primary Grades," SOCIAL EDUCATION, Vol. 30 (December, 1966), pp. 627-628. (Much primary geography teaching is wasted because of the lack of continuity from grade to grade. Teachers often take for granted the mastery of basic geographic skills because students can verbalize about them. Need a lengthened period of beginning geography featuring a carefully controlled integrated program of geographic learning at the primary-grade level.)

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Long, M., "The Status of Field Work: The Attitudes of Examination Boards and Local Education Authorities," GEOGRAPHY, Vol. 47 (January, 1962), pp. 72-84. (General agreement by most examining boards that field experience in geography is essential, although the amount or degree of experience varies considerably.)

Loretan, J.O., "Geography in Mid-Century: An Account of a Year of Progress in Upgrading Geography Instruction in the New York City Junior High Schools," SOCIAL STUDIES, Vol. 54 (January, 1963), pp. 10-15. (Explains how faculty institutes were used to upgrade geography instruction in New York City junior high schools.)

McAulay, J.D., "Geography Understandings of the Primary Child," JOURNAL OF GEOGRAPHY, Vol. 65 (April, 1966), pp. 170-176. (Stresses the need for a broad geographic understanding and gives suggestions for a course of study which might aid in improving the present deficiency.)

________, "Social Studies in the Primary Grades," SOCIAL EDUCATION, Vol. 18 (December, 1954), pp. 357-358. (The five main objectives for the social studies in the six grades of elementary school. Raises questions as to whether the content presented is sufficient to really teach the students anything they do not already know.)

McCutchen, S.P., "A Discipline for the Social Studies," SOCIAL EDUCATION, Vol. 27 (February, 1963), pp. 61-65. ("A discipline can weld separate elements of subject matter into a single field which can have its own integrity." Lists the major elements in the discipline and describes each in detail.)

McNee, R.B., "An Approach to Understanding the Current Structure of Geography," in CONCEPTS AND STRUCTURE IN THE NEW SOCIAL SCIENCE CURRICULA, by Irving Morrissett, ed., Publication No. 121. Lafayette, Indiana: Social Science Education Consortium, Purdue University, 1966, pp. 59-64. (Stresses five major research traditions in geography and the need to unify these into a single discipline - this is the objective of the material developed by the High School Geography Project.)

________, "The Education of a Geographer: 1962-1967," JOURNAL OF GEOGRAPHY, Vol. 67 (February, 1968), pp. 70-75. (Presents a tentative model for geographic educational reform.)

________. SETTLEMENT THEME COURSE OUTLINE, Provisional Draft. Boulder, Colorado: High School Geography Project, 1966. (Gives an overview and objectives for each of the units being developed by the High School Geography Project.)

Massialas, B.G. and A.M. Kazamias. CRUCIAL ISSUES IN THE TEACHING OF SOCIAL STUDIES: A BOOK OF READINGS. Englewood Cliffs, N.J.: Prentice-Hall, 1964. (Chapters particularly relevant would include, "The Area Concept" by Roy C. Macridis, pp. 96-98, and "American Geography at Mid-Century" by Preston James, pp. 113-119.)

Michaelis, J.U. and A.M. Johnston, eds. THE SOCIAL SCIENCES: FOUNDATIONS OF THE SOCIAL STUDIES. Boston: Allyn and Bacon, 1965. (Chapter 3 by Lillian W. Stimson, pp. 75-103, is devoted to geography.)

Ministry of Education, "Geographical Studies," SCHOOLS AND THE COUNTRYSIDE, Pamphlet No. 35. London: H.M.S.O., 1958, Chapter I, pp. 1-8.

Morris, J.W., "Geography -- Separate Course or Integrated?," OKLAHOMA TEACHER, Vol. 45 (February, 1964), pp. 16-18.

National Aviation Education Council. EARTH AND SPACE GUIDE FOR ELEMENTARY TEACHERS. Washington, D.C.: National Aviation Education Council, 1961.

National Education Association, Department of Elementary School Principals. FOCUS ON THE SOCIAL STUDIES: A REPORT FROM THE 1965 DESP ANNUAL MEETING. Washington, D.C.: By the author, 1965. (Largely related to geography, with chapters by Earl Johnson, Peter Odegard, Clyde Kohn, Paul Hanna, Ruby Crowe, Neville Scarfe, and Robert Saveland.)

NCGE Earth Science Committee, "The Role of Geography in the Earth Sciences," JOURNAL OF GEOGRAPHY, Vol. 63 (March, 1964), pp. 101-108. (Discussion by the different members of the committee about the status and development of the earth sciences in the secondary schools.)

"New Geography Texts Coming from Colorado University,". INDIANA TEACHER, Vol. 110 (November-December, 1965), p. 117. (Explanation of the High School Geography Project.)

Newsom Report, "Implications for Geography Teaching in the Newsom Report," GEOGRAPHY, Vol. 52 (April, 1967), pp. 186-192. (Textbooks are not enough for geographic education. Other sources and methods for selection of curriculum must be used.)

Nishi, M., "Geographic Guidelines for Reconstructing the Social Studies Curriculum," JOURNAL OF GEOGRAPHY, Vol. 65 (October, 1966), pp. 328-331. (Gives several "outline lists" of general content in geography and objectives, outcomes and skills in geography. These are given as guidelines for reconstructing the social studies curriculum.)

Olmstead, C.W., "People, Time, Space, and Ideas," I, II, and III, SOCIAL EDUCATION, Vol. 22 (January, 1958), pp. 15-19; (February, 1958), pp. 75-78; (March, 1958), pp. 122-123.

________, "Relationship of Economic Geography to School Geography," JOURNAL OF GEOGRAPHY, Vol. 65 (April, 1966), pp. 148-152. (An attempt to explain how economic geography can contribute to education in the schools.)

"On the Elaboration of New Syllabuses for the Geography Course in the Secondary School," SOVIET EDUCATION, Vol. 7 (September, 1965), pp. 26-43.

Patton, C.P., "Professional Contributions to Physical Geography," in NEW VIEWPOINTS IN GEOGRAPHY, Twenty-Ninth Yearbook of the National Council for the Social Studies. Washington, D.C.: National Council for the Social Studies, 1959, pp. 19-33. (Makes a case for including physical geography in the social studies.)

Pennsylvania Department of Public Instruction. COURSE OF STUDY IN GEOGRAPHY FOR SECONDARY SCHOOLS. Harrisburg, Penna.: By the author, 1951.

Perejda, A.D., "Needed: Geography in Our Public School Curriculum," NORTH CAROLINA EDUCATION, Vol. 30 (October, 1963), p. 14.

Phillips, M.V. A PROGRAM OF GEOGRAPHY EDUCATION FROM KINDERGARTEN THROUGH GRADE 12 FOR IMPROVING CURRICULUM IN THE PENNSYLVANIA SCHOOLS. Chicago: Denoyer-Geppert Co., 1960.

________, "Suggested Sequences for Geographic Learning," CURRICULUM GUIDE FOR GEOGRAPHIC EDUCATION, Norman, Oklahoma: National Council for Geographic Education, 1963, pp. 36-40.

Piaget, J. and B. Inhelder. THE CHILD'S CONCEPTION OF SPACE. London: Routledge and Kegan Paul, 1956. (An analysis by psychologists with implications for geography.)

Price, D.A., "Geography in the Elementary Grades," THE COUNCILOR, (Illinois Council for the Social Studies), Vol. 25 (April, 1964), pp. 10-13.

Price, R.A., G. Smith, and W. Hickman, eds. MAJOR CONCEPTS FOR THE SOCIAL STUDIES. Syracuse, N.Y.: Social Studies Curriculum Center, Syracuse University, 1965. (Geographers were included in the panel of consultants for the Center, as evidenced by identification of several concepts important to geography, such as habitat and its significance, culture, social change, the industrialization -urbanization syndrome, etc.)

Procter, N., "Finding Room for Europe," THE TIMES EDUCATIONAL SUPPLEMENT, Vol. 2714 (May 26, 1967), p. 1802. (The question of when school children should be introduced to a complex European geography.)

Puff, M., "Notes of Some School Programs," THE BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, Vol. 51 (February, 1967), pp. 30-36. (A number of teachers directly involved with the teaching of geography in secondary schools were asked to write a few paragraphs about their programs.)

Raup, H.F., "Stable Versus Unstable Geography," EDUCATION, Vol. 72 (1952), pp. 427-430. (Stability of cultural and physical features despite political and economic change.)

Reed, W.E., "Geography: A Modern Social Science," THE HIGH SCHOOL JOURNAL, Vol. 51 (February, 1968), pp. 216-223.

Rice, M.J., "Improving Elementary Geography," ELEMENTARY SCHOOL JOURNAL, Vol. 30 (December, 1965), pp. 126-138. (Discusses teacher preparation and certification in geography, textbooks and their content, and tests, and how improvement of elementary school geography can be brought about in these areas.)

Richason, B.F., Jr., "Field Trips and Fieldwork: Utilizing the Geographer's Natural Laboratory," AUDIOVISUAL INSTRUCTION, Vol. 11 (May, 1966), pp. 361-365. (Familiarization with theoretical phases and practical applications of geography, other than by formal classroom instruction.)

Roberson, B.S., "A Study of the Kind of Geography Taught in Secondary Modern Schools," EDUCATIONAL REVIEW, Vol. 16, pp. 3-15.

Robinson, J.L., "The Need for Urban Geography in Our High Schools," JOURNAL OF GEOGRAPHY, Vol. 65 (May, 1966), pp. 236-240. (Stresses the de-emphasizing of the man-land legacy and supports the need for more emphasis on the city.)

Royal Geographic Society, "Geography and Technical Education," GEOGRAPHICAL JOURNAL, Vol. 124 (1958), pp. 232-234. (The liberal aspects of a technological education should include geography.)

Royal Geographic Society Council Report, "Geography and Social Studies in Schools," GEOGRAPHY, Vol. 35 (1950), pp. 181-185. (The social studies discipline is an attempt to condense several disciplines into one. Geography, as a part of the curriculum, has become a superficial study of social and economic topics, with the physical basis almost completely excluded.)

Ryan, P., "Expedition Volcano; Working Journey to Mount Etna and Stromboli; Teaching Vulcanology in British Schools," THE TIMES EDUCATIONAL SUPPLEMENT, Vol. 2717 (June 16, 1967), pp. 2012-2013.

Saveland, R.N., "Whatever Happened to Geography," EDUCATION DIGEST, Vol. 28 (March, 1963), pp. 34-36. (Challenges the idea of combining geography and history, and makes a case for returning the subjects to their traditional places in the curriculum -- with trained geography and history teachers handling the jobs.)

Scarfe, N.V., "Geography Across the Curriculum," SCHOOL AND SOCIETY, Vol. 88 (February 13, 1960), pp. 61-64. (An example of how the well-trained, articulate, traditional geographer thinks.)

________, "Geography and Social Studies in U.S.A.," GEOGRAPHY, Vol. 36 (1950), pp. 86-93. (Historical perspective of the concept of geography in the U.S., and resultant lack of interest. Newer interpretation of geography as a science studying "the social significance of the findings of natural science.")

________, "Geography as an Autonomous Discipline in the School Curriculum," JOURNAL OF GEOGRAPHY, Vol. 63 (October, 1964), pp. 297-301. (Discusses geography in terms of a specialized field of research and provides an exposition of the nature, purpose, function and methods of geography.)

________, "Widening Horizons in Geographic Education," SCHOOL AND SOCIETY, Vol. 87 (April, 1959), p. 199. (Conference report of the 44th Annual Meeting of the National Council for Geographic Education, New York City, Nov. 27-28, 1958.)

Schultz, M. COMPARATIVE POLITICAL SYSTEMS: AN INQUIRY APPROACH. New York: Holt, Rinehart and Winston, 1967. (Though designed for a 9th grade government class, this book has many useful ideas for the geography teacher who is dealing with countries at different stages of development and who has a concern for different political systems.)

Scottish Education Department. JUNIOR SECONDARY EDUCATION. Edinburgh: H.M.S.O., 1955. (Chapter 13 is devoted to geography.)

"Shape of a Discipline: Political and Urban Geography; Curricula and Graduates," TIMES EDUCATIONAL SUPPLEMENT, Vol. 2714 (May 26, 1967), pp. 1797-1804.

Shaw, E.B. FORCES CONTRIBUTING TO CHANGES IN GEOGRAPHIC EDUCATION, Professional Paper No. 16. Norman, Okla.: National Council for Geographic Education, 1958.

Sinker, C.A., "Vegetation and the Teaching of Geography in the Field," GEOGRAPHY, Vol. 44 (1964), pp. 105-110. (Advocates large-scale land use studies focusing upon the natural vegetation to illustrate ecological principles.)

Sister Mary Jean Clare, "Revolution in Geography, Too?," NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION BULLETIN, Vol. 54 (February, 1963), pp. 1-11.

Sister Maureen, "Resources of the U.S.A. Related to Topography," CATHOLIC SCHOOL JOURNAL, Vol. 61 (April, 1961), pp. 44-46.

"Social Studies in Schools: Neglect of Geography," THE TIMES EDUCATIONAL SUPPLEMENT, Vol. 1842 (1950), p. 648. (An emphasis on the Social Studies neglects man's natural enviornment, whereas geography aims at a balance between the two.)

Sorenson, F.E., "Air Age Geography: Yesterday, Today, and Tomorrow," EDUCATION, Vol. 76 (September, 1955), pp. 44-49. (New curriculum should consider changes in the world due to the Air Age: available travel to other lands, new prominence of overlooked areas such as the Polar regions because of a shrinking world, and the importance of international understanding.)

Stamp, L.D., "Geographical Conspectus," THE TIMES EDUCATIONAL SUPPLEMENT, Vol. 2545 (February 28, 1964), p. vi. (Deals with the publications of geography texts and the change we are seeing in the text today.)

State Central Committee on Social Studies, REPORT OF THE STATE CENTRAL COMMITTEE ON SOCIAL STUDIES TO THE CALIFORNIA STATE CURRICULUM COMMISSION. Sacramento: California State Department of Education, 1961, pp. 17-42.

Studentsov, N.N., "Building a School Geography Course," SOVIET EDUCATION, Vol. 7 (March, 1965), pp. 44-51.

Stull, D.F., "Geography in the Social Studies Program," in ELEMENTS OF THE SOCIAL STUDIES PROGRAM, Sixth Yearbook of the National Council for the Social Studies. Philadelphia: McKinley Publishing Co., 1936.

Sugarman, R., "Field Trips in the Elementary School," EDUCATION, Vol. 77 (September, 1956), pp. 49-51. (How to conduct and follow up a field trip.)

Switzer, W.J., "La Puente Surveys its Curricular Progress," JOURNAL OF SECONDARY EDUCATION, Vol. 37 (March, 1962), pp. 150-152. (Explains what was done to improve the geography course for the high schools in La Puente, California. Outlines problems discovered in developing the course and described it in the form it had arrived at after two years.)

Tompkins, G.S., "Curriculum Planning for Geographic Education," SOCIAL EDUCATION, Vol. 31 (November, 1967), pp. 621-624. (Essentially reflects the British and Canadian view of the geography curriculum.)

Vidal, L., "Let's Go to California," ILLINOIS EDUCATOR, Vol. 39 (1951), pp. 171-172.

Volk, D.J., "Natural Resource Use as a Focus for Geographic Education," JOURNAL OF GEOGRAPHY, Vol. 66 (February, 1967), pp. 70-73. (The study of natural resources is a basic part of geography but is seldom given sufficient emphasis.)

Vuicich, G., "Limited School Trials of the High School Geography Project 1965-1966," JOURNAL OF GEOGRAPHY, Vol. 65 (January, 1966), pp. 29-31. (Gives plans for the High School Geography Project and states its aims and objectives.)

Wagner, E., "Geography in German Education," GEOGRAPHY, Vol. 1 (1965), pp. 120-128.

Wagner, G., "What Schools Are Doing; Teaching Geography." EDUCATION, Vol. 86 (October, 1965), pp. 122-125.

Walker, N., "First Grade Pupils Study Geography," LOUISIANA SCHOOLS, Vol. 44 (December, 1966), p. 11. (Pupils study their own state.)

Warman, H.J. CHANGING EMPHASES IN GEOGRAPHIC EDUCATION. Professional Paper No. 19. Norman, Okla.: National Council for Geographic Education, 1958.

________, "Geographical Approaches to Social Education," GEOGRAPHY, Vol. 35 (1950), pp. 32-37. (Discussion of concepts and methods used in grades K-9.)

________, "Geography in the Curriculum." EDUCATIONAL FORUM, Vol. 31 (January, 1967), pp. 167-172.

________, "Suggested Guidelines to the Content of Geography in Secondary Schools," SOCIAL STUDIES, Vol. 54 (November, 1963), pp. 203-211.

Weaver, V.P., "Social Concepts for Early Childhood Education," EDUCATION DIGEST, Vol. 30 (May, 1965), pp. 34-36.

________, "Social Concepts for Early Childhood Education; Geography," EDUCATIONAL LEADERSHIP, Vol. 22 (February, 1965). pp. 296-299.

Weensche, W.J., "Let's Survey the Why's, How's, and What's of a High School Geography Course," PENNSYLVANIA SCHOOL JOURNAL, Vol. 101 (1952), pp. 11-12.

Whipple, G., "Geography in the Elementary Social Studies Program: Concepts, Generalizations, and Skills to be Developed," in NEW VIEWPOINTS IN GEOGRAPHY, Twenty-Ninth Yearbook of the National Council for the Social Studies, 1959, pp. 112-143. (Contains a list of basic concepts, generalizations, and skills and three suggestions for organizing the social studies curriculum.)

________, "Language Activities in the Social Studies," THE SIXTH ANNUAL CONFERENCE ON READING. Pittsburgh: University of Pittsburgh Press, 1950, pp. 101-106.

Whitaker, J.R. GEOGRAPHY IN SCHOOL AND COLLEGE. Nashville, Tenn.: George Peabody College for Teachers, 1948.

White, G.F., "Changing Dimensions of the World Community," SCHOOL REVIEW, Vol. 66 (March, 1958), pp. 37-41.

Wilks, H.C., "A Scheme of Fieldwork throughout a Secondary Modern School," GEOGRAPHY, Vol. 41, Part I (January, 1956), pp. 15-24 and Part II (April, 1956), pp. 108-113. (Demonstration of mapping including the landscape, communications, settlement, land-use, drainage, surface rock, and topography.)

Williams, J.A., "Experimental Changes in High School Geography," JOURNAL OF GEOGRAPHY, Vol. 66 (March, 1967), pp. 108-109. (Considers possible revisions in the geography curriculum in the high school.)

Wisconsin State Department of Public Instruction. A CONCEPTUAL FRAMEWORK FOR THE SOCIAL STUDIES IN WISCONSIN SCHOOLS, Social Studies Bulletin No. 4, Curriculum Bulletin No. 14. Madison, Wis.: By the author, 1964. (Proposes a conceptual approach and lists the major conceptual goals for each discipline, including geography, as well as a sequence of goals by grade levels, K-12.)

Wise, M.J., "Vigorous Economic Advances," TIMES EDUCATIONAL SUPPLEMENT, Vol. 2459 (July 6, 1962), p. 9. (Recent advances made in economic geography programs in Britain's secondary schools. Statement of the scope of the program, including need for teacher training.)

Wood, G.A. GEOGRAPHY IN SCHOOLS. London: Blackie, 1957.

Young, I.V., "Farm Studies in School Geography," GEOGRAPHY, Vol. 44 (1959), p. 105. (Advocates field trips to remove ignorance and "romantic notions" of urbanites concerning farms and farmers. Primary level.)

Correlation with Other Subjects

Alilunas, L.J., "Whither Elementary School Social Studies?" EDUCATION, Vol. 85 (September, 1964), pp. 47-50. (The author attacks the fusion of the social studies and wants to see goegraphy and history, in particular, as separate subjects in the elementary school.)

Bacon, P., "Approach to Social Studies through Historical Geography," in NEW VIEWPOINTS IN GEOGRAPHY, Twenty-Ninth Yearbook of the National Council for the Social Studies. Washington, D. C.: National Council for the Social Studies, 1959, pp. 144-161. (States the interrelations and differences between history and geography and the work of the historical geographer. Gives examples of the appropriateness of historical geography in the social studies curriculum.)

Black, D.L., "Geography in American History," THE COUNCILOR (Illinois Council for the Social Studies), Vol. 25 (April, 1964), pp. 29-33.

Blouch, A., "Contribution of Arithmetic to the Field of Geography," SCHOOL SCIENCE AND MATH, Vol. 52 (1952), pp. 697-702. (The need for certain arithmetical skills in geography, especially in map reading, use of graphs, and tables.)

Brix, A.J., "Let's Help Each Other Teach Better," OHIO SCHOOL, Vol. 43 (May, 1965), p. 23. (Suggesting more connection between geography and the entire curriculum, as well as more inter-disciplinary cooperation among social studies teachers.)

Church, J.G., "History and Geography for Primary Grades," CALIFORNIA EDUCATION, Vol. 3 (September, 1965), pp. 7-9.

Cundall, L., "Geography with History and Social Studies," JOURNAL OF EDUCATION, Vol. 82 (1950), p. 976.

Davis, C.M., "More Stress on Geography Teaching," SCHOOL AND SOCIETY, Vol. 88 (February 13, 1960), p. 59. (Because geography has been integrated with other subjects - economics, history, etc., geography has suffered because teachers are usually well-trained in one or two other subjects.)

Dunser, A., "Integration, the Sum Total of Education," SCHOOL ARTS, Vol. 50 (March, 1951), pp. 218-220. (An object lesson in using art to teach subject matter to 4th grades. Unit on Egypt.)

Eibling, H., "Does Fusion Breed Confusion?" OHIO SCHOOLS, Vol. 36 (January, 1958), pp. 12-13. (Author's reasons for thinking fusion in social studies is bad.)

Emory, S.T., "Role of Geography in the Teaching of History," HIGH SCHOOL JOURNAL, Vol. 40 (October, 1956), pp. 26-32. (Geography and history are inseparable.)

Geographical Association, "The Place of Geography in the Education of Boys and Girls of 15 to 18 Years," GEOGRAPHY, Vol. 42 (1957), pp. 174-181. (Belief in the necessity and value of teaching geography as a link between the sciences and humanities. Discussion of the intellectual needs of 15-18 year olds, and how geography as a discipline fills those needs.)

________, "The Role of Geography in Technical Education," GEOGRAPHY, Vol. 44 (1961), pp. 342-348. (What form should geography take in the education of technicians and technologists in the various social and economic fields? The needs of various students are discussed and guidelines proposed - how much geography does a girl in a secretarial course need, for students in banking, etc.)

Griffin, P.E., "Geographer Looks at the Social Studies," JOURNAL OF TEACHER EDUCATION, Vol. 4 (June, 1953), pp. 131-134.

Gritzner, C.F., "The Scope of Cultural Geography," JOURNAL OF GEOGRAPHY, Vol. 65 (January, 1966), pp. 4-11. (Discusses the relation of cultural geography to the central theme of geography, also the concept and methodology of culture and cultural geography.)

Hartness, M.T., "Creativity, Geography, and Design," SCHOOL ARTS, Vol. 50 (1951), p. 343.

Hubbard, G.D., "Geographer's Educational Neighbors," JOURNAL OF HIGHER EDUCATION, Vol.22 (1951), pp. 253-257. (Linking of geography with other areas of learning. Need for strong background in geographic training and to strengthen college-level training for teachers.)

Hutson, R.E., "Geography in Nautical Education," GEOGRAPHY, Vol. 50 (1965), pp. 130-133. (Physical geography has much to offer the professional seaman. Navigation is a form of applied physical geography.)

Irwin, L.B., "Geography and History Are Partners," THE SOCIAL STUDIES, Vol. 11 (December, 1949), pp. 369-371.

Johnson, H.B., "Geography in American Literature," EDUCATION, Vol. 77 (September, 1956), pp. 30-36. (Suggestions of geographical points to bring out in reading literature. American literary works are discussed as examples.)

King, F.M., "What Happened to History and Geography?" EDUCATION, Vol. 83 (February, 1963), pp. 337-340. (A plea to abolish fused courses in geography which argues that both disciplines suffer where they are offered as a fused course in social studies.)

Kostbade, J.T. and J.M. Ball, "Geography and Education for Citizenship," BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, Vol. 44 (February, 1960), pp. 159-163. (Suggests reasons why geography has been ignored as subject matter. Illustrates geographic deficiencies among a sample of entering freshmen.)

Kusch, M.H., "What Has Happened to Geography," AMERICAN SCHOOL BOARD JOURNAL, Vol. 132 (May, 1956), pp. 35-36. (Place geography is amenable to social studies program as it can be taught in conjunction with many subjects. Correlation should be limited to the phases of the subjects that lend themselves to a combined program.)

Leitch, R.B., "Integrated Course of Science and Geography," CALIFORNIA JOURNAL OF SECONDARY EDUCATION, Vol. 31 (May, 1956), pp. 298-301.

Mills, D.R., "Integration with the Humanities," THE TIMES EDUCATIONAL SUPPLEMENT, Vol. 2714 (May 26, 1967), p. 1804. (Suggests the advantages in combining geography and history into a single department called humanities.)

Ministry of Education, "Geography and Natural History," PRIMARY EDUCATION. London: H.M.S.O., 1959, pp. 289-313, Chapter 17.

Morris, J.W., "Geography - Separate Course or Integrated?" JOURNAL OF GEOGRAPHY, Vol. 64 (May, 1965), pp. 202-205. (Pros and cons of the argument.)

________, "Use of Geography in Teaching American History," in INTERPRETING AND TEACHING AMERICAN HISTORY, Thirty-First Yearbook of the National Council for the Social Studies. Washington, D.C.: National Council for the Social Studies, 1961, pp. 388-397.

Murdock, B.D., "Historic Geography in Your Own Back Yard," JOURNAL OF GEOGRAPHY, Vol. 66 (February, 1967), pp. 79-83. (Aspects of everyday life which relate to geography and history, yet are usually unnoticed.)

O'Brien, B., "Design and Geography," SCHOOL ARTS, Vol. 53 (June, 1954), pp. 15-16.

Owen, J.E., "Newer View of Geography," EDUCATION, Vol. 72 (February, 1952), pp. 431-433. (Man in his natural environment combine geography and history for a cultural, sociological approach.)

"Planning an Island; An Experiment in Combined Studies," TIMES EDUCATIONAL SUPPLEMENT, Vol. 1823 (April 7, 1950), p. 260.

Russley, M.L., "Geographic Concepts in the American History Course," SOCIAL EDUCATION, Vol. 32 (January, 1968), pp. 25-28. (Geography must be understood to include both the physical and cultural elements. Stresses the important part that geography has played in the development of history.)

Scarfe, N.V., "Depth and Breadth in School Geography," JOURNAL OF GEOGRAPHY, Vol. 64 (April, 1965), pp. 153-158. (Discusses the branches of geography, the relationships between subjects, and relationships within geography.)

Shaw, M.G., "Geography: Bridge Subject," MINNESOTA JOURNAL OF EDUCATION, Vol. 46 (January, 1966), pp. 23-24.

Shinn, R.F., "Geography and History as Integrating Disciplines," SOCIAL EDUCATION, Vol. 28 (November, 1964), pp. 395-400. (The best way to organize the social studies curriculum is to integrate geography and history into a single discipline.)

Sister Mary Benign, "Cotton and the Civil War; Correlation of Geography and History," CATHOLIC SCHOOL JOURNAL, Vol. 54 (May, 1954), pp. 166-168.

Skoglund, M., "Junior High Social Studies Correlates Geography and Literature," CLEARING HOUSE, Vol. 37 (September, 1962), pp. 30-32. (Geography and literature reinforce each other so that both can mean more to the students.)

Stevens, G.P., "Geography in World History," THE COUNCILOR (Illinois Council for the Social Studies), Vol. 25 (April, 1964), pp. 16-19.

Tucker, W., "On the Teaching of Geography and History," KENTUCKY SCHOOL JOURNAL, Vol. 31 (May, 1953), pp. 16-17.

UNESCO. HISTORY, GEOGRAPHY, AND SOCIAL STUDIES. New York: Columbia Univeristy Press, 1953.

Watson, J.W., "Geography and History Versus Social Studies," THE MONOGRAPH, (January-February, 1961), pp. 2-5.

Wise, M.J., "The Role of Geography in Technical Education," GEOGRAPHY, Vol. 46 (1961), pp. 342-348. (Suggests geography is a practical subject and forms a basis for further education. Geography provides a disciplined way of thinking and is a springboard for future learning.)

TEACHING METHODS

General

Allen, H.C., "Geography," TIMES EDUCATIONAL SUPPLEMENT Vol. 224 (April 25, 1958), p. 642. (A discussion of modern teaching of geography to secondary level students in a five year old school with emphasis on field investigation.)

Anderzhon, M.L., "Journey to the Amazon," GRADE TEACHER, Vol. 80 (January, 1963), pp. 48-49. (A good explanation and description of how to prepare a particular work unit in geography for 4th grade students.)

________, "Teacher Preparation for Planning a Unit," JOURNAL OF GEOGRAPHY, Vol. 63 (January, 1964), pp. 35-36. (The author suggests a helpful outline for planning a geography unit.)

________, "Unit Kernels on Learning to Think about Our Functioning World in Spatial Dimensions," THE INSTRUCTOR, Vol. 75 (April, 1966), pp. 38-41. (Gives three units to be used on the various levels of teaching. Units are designed to suggest how pupils observe, explore, discover, and think inquiringly about spatial relationships in their own physical and cultural environments.)

________, "Using 'Libya's Black Gold' in the Classroom," JOURNAL OF GEOGRAPHY, Vol. 66 (September, 1967), pp. 306-308. (The "equipment needed" and "things to do" in teaching a unit from a magazine article.)

________, "World in Your Classroom," NATIONAL EDUCATION ASSOCIATION JOURNAL, Vol. 39 (1950), pp. 584-585. (How to aid the student in visualizing the meanings of various map symbols.)

Anderzhon, M.L. and H.R. Newhouse, "Teaching Geography Out-of-Doors," in NEW VIEWPOINTS IN GEOGRAPHY, Twenty-ninth Yearbook of the National Council for the Social Studies. Washington, D.C.: National Council for the Social Studies, 1959, pp. 177-199. (A "how-to-do-it' article giving three chief steps in the procedure of teaching geography out-of-doors: skills, methods, and suggestions for teaching.)

Antony, J.K., "Do's and Don'ts for the Geography Teacher," SOCIAL EDUCATION, Vol. 17 (1953), pp. 73-74.

Arbital, S.L., "New Approaches in Teaching Modern Geography: Junior High School Geography Study Center," HIGH POINTS, Vol. 44 (February, 1963), pp. 59-62.

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TEACHING METHODS

Maps and Globes

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TEACHING METHODS

Aids and Devices (Other than Maps and Globes)

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McDermott, G.L., "The College Town: An Urban Laboratory," JOURNAL OF GEOGRAPHY, Vol. 67 (March, 1968), pp. 134-137. (Encourages college instructors to incorporate field work into their urban geography courses. Points up some kinds of urban field work that have been proven successful by the author.)

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RESEARCH IN GEOGRAPHIC EDUCATION

Theses and Dissertations

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ADDENDUM

(Additions as of March 1, 1969)

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